

School Counselor Evaluation Plan Rubric 2015

Critical Component	Emerging The school counselor...	Basic The school counselor...	Distinguished The school counselor...	Exemplary The school counselor...
A. COMMUNICATION AND COLLABORATION				
1. The professional school counselor establishes rapport with parents, teachers, administrators, and other relevant individuals.	<ul style="list-style-type: none"> ○ Makes little effort to facilitate communication with parents/guardians, colleagues and/or community partnerships. ○ Demonstrates limited awareness of situations that indicate a need to communicate with appropriate personnel. 	<ul style="list-style-type: none"> ○ Inconsistently communicates with parents/guardians, colleagues and community partnerships to fulfill the duties that the school or district requires. ○ Recognizes situations that indicate a need to communicate with appropriate personnel, but may not act on this awareness 	<ul style="list-style-type: none"> ○ Regularly communicates with parents/guardians, colleagues and community partnerships to fulfill the duties that the school or district requires. ○ Consistently acts on situations that indicate a need to communicate with appropriate personnel. 	<ul style="list-style-type: none"> ○ Successfully establishes rapport with parents/guardians, colleagues and the community in support of student interests. ○ Is proactive in communicating with administrators and other school staff regarding current and potential issues for concern. ○ Counselor contributes to development of appropriate programs within the department.
2. The professional school counselor builds effective collaborative relationships with students, staff, administration, families and community members.	<ul style="list-style-type: none"> ○ Builds relationship with only one of the stakeholder groups. 	<ul style="list-style-type: none"> ○ Builds relationships with at least 2 of the stakeholder groups. 	<ul style="list-style-type: none"> ○ Builds effective relationships with 3-4 of the stakeholder groups. 	<ul style="list-style-type: none"> ○ Builds ongoing, collaborative relationships with all five of the listed stakeholder groups.
3. The professional school counselor collaborates to help students establish goals and develop and use planning skills.	<ul style="list-style-type: none"> ○ Develops goals independently. 	<ul style="list-style-type: none"> ○ Occasionally collaborates with stakeholders in goal and skill development. 	<ul style="list-style-type: none"> ○ Consistently collaborates with stakeholders in goal development. 	<ul style="list-style-type: none"> ○ Is proactive in seeking opportunities for students to reflect on and assess their strengths and weaknesses.
4. The professional school counselor implements an effective referral process with administrators, teachers, parents and other school personnel.	<ul style="list-style-type: none"> ○ Fails to implement a consistent, effective referral process with stakeholders. 	<ul style="list-style-type: none"> ○ Inconsistently implements a referral process with stakeholders. 	<ul style="list-style-type: none"> ○ Consistently implements a referral process with stakeholders. ○ Is prompt in responding to referrals from stakeholders. 	<ul style="list-style-type: none"> ○ Leads administrators, teachers, parents and other school personnel in the development and modification of effective referral process.
5. The professional school counselor supports and collaborates in other school programs.	<ul style="list-style-type: none"> ○ Avoids becoming become involved in school and/or district projects. 	<ul style="list-style-type: none"> ○ Participates in school and/or district projects only when specifically asked. 	<ul style="list-style-type: none"> ○ Volunteers to participate in school and/or district projects. 	<ul style="list-style-type: none"> ○ Takes a leadership role in school and/or district projects.

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B. ASSESSMENT				
1. The professional school counselor, along with stakeholders, uses evaluation data from the counseling program to make decisions regarding revisions to the school counseling program when necessary.	<ul style="list-style-type: none"> Does not recognize and/or understand the need for program evaluation. 	<ul style="list-style-type: none"> Understands the need for program evaluation but lacks skill to complete evaluation. Inconsistently works with other staff members to collect evaluation data. 	<ul style="list-style-type: none"> Understands the need for program evaluation and uses data to make program revisions if necessary.. Consistently works with other staff members to collect and review evaluation data. 	<ul style="list-style-type: none"> Through a collaborative effort, the counselor understands implements, analyzes and re-evaluates the program on a yearly basis.
2. The professional school counselor uses data to recommend systemic change in policies and procedures that limit or inhibit academic achievement and social/emotional well-being.	<ul style="list-style-type: none"> Does not measure district &/or community expectations. Is resistant to the need for change in meeting expectations of the district and community. 	<ul style="list-style-type: none"> Inconsistently measures district and/or community expectations. Is flexible and open to change as needed. 	<ul style="list-style-type: none"> Consistently measures district and/or community expectations. Uses data to recommend changes in policies and procedures when necessary. 	<ul style="list-style-type: none"> Provides leadership in advocating for change in response to needs of the school and community.
3. The professional school counselor develops appropriate interventions for students as needed and monitors student progress in multiple ways.	<ul style="list-style-type: none"> Fails to develop interventions. Fails to monitor students' progress. 	<ul style="list-style-type: none"> Inconsistently develops interventions. Inconsistently monitors student progress. 	<ul style="list-style-type: none"> Consistently matches appropriate interventions and strategies. Consistently monitors student progress. 	<ul style="list-style-type: none"> Coordinates and implements counseling interventions and strategies and monitors student progress on a regular basis and serves as a resource for other staff members.
C. PROGRAM PLANNING AND MANAGEMENT				
1. A program has been written to meet the social/emotional, academic and career needs of the school.	<ul style="list-style-type: none"> Demonstrates lack of knowledge the principles of academic, social/emotional, and career development stages and program development. 	<ul style="list-style-type: none"> Demonstrates knowledge of the principles of student developmental stages but may misapply certain aspects of social/emotional, academic or student career stages. Participates in some program development. 	<ul style="list-style-type: none"> Demonstrates knowledge of student social/emotional, academic, and career needs and accurately applies to program needs assessments. Contributes to program development. 	<ul style="list-style-type: none"> Demonstrates thorough knowledge of developmental stages and principles and applies this knowledge in the development of K-12 comprehensive counseling programs.
2. The professional school counselor prioritizes tasks and manages time effectively in order to meet the needs of students, staff and administrators.	<ul style="list-style-type: none"> Fails to prioritize tasks or manage time. 	<ul style="list-style-type: none"> Inconsistently prioritizes tasks and manages time. 	<ul style="list-style-type: none"> Prioritizes tasks and manages time effectively to meet the needs of students, staff and administrators. 	<ul style="list-style-type: none"> Serves as a model for task and time management and develops these skills in students, staff and administrators.

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D. PROGRAM DELIVERY				
1. The professional school counselor develops materials and instructional strategies to meet student needs and school goals and teaches the counseling curriculum units effectively.	○ Demonstrates limited ability to develop instructional materials and utilize appropriate instructional skills and strategies.	○ Develops adequate materials and is successful in employing some instructional strategies.	○ Develops and matches appropriate instructional strategies to counseling/ curriculum units as appropriate.	○ Develops and implements instructional strategies that engage all students.
2. The professional school counselor encourages staff involvement to ensure the effective implementation of the counseling curriculum.	○ Demonstrates minimal willingness or ability to encourage staff implementation of counseling curriculum.	○ Recognizes need for implementation of counseling curriculum by staff but fails to implement consistently.	○ Consistently encourages staff to aid the implementation of counseling curriculum.	○ Effectively engages staff in the implementation of counseling curriculum.
3. The professional school counselor counsels individual students and groups of students with identified needs/concerns.	○ Demonstrates limited skills to counsel individuals and groups of students.	○ Provides skills in individual and group counseling, but inconsistently creates opportunities for the counseling to occur.	○ Develops effective individual and group counseling relationships and interventions.	○ Creates systems and structures for ongoing individual and group counseling.
4. The professional school counselor promotes equity, access and academic success for every student.	○ Contributes to school practices that result in some students or groups of students being ill served by the school.	○ Recognizes that some students may be ill-served by the school, but infrequently takes steps to address those discrepancies.	○ Works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	○ Challenges negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
** OPTIONAL FOR ELEMENTARY COUNSELORS				
5. The professional school counselor organizes and promotes educational and career success, which may include student choice of classes and special programs.	○ Has limited ability to counsel students in understanding their educational and career options.	○ Inconsistently counsels students in understanding educational and career options ○ Has a developing awareness of the full range of student options.	○ Consistently provides counseling to students about their middle, high, and post-high school options. ○ Actively seeks opportunities to develop knowledge of resources and options for students.	○ Serves as a resource and leader within the department, building and district on developing programs promoting student educational and career success.

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E. PROFESSIONALISM				
1. The professional school counselor adheres to ASCA Ethical Standards; modeling ethical behavior and professional growth.	<ul style="list-style-type: none"> ○ Exhibits lack of awareness of ethical behavior. ○ Demonstrates minimal professional growth. ○ Rarely applies learning from professional development in a way that contributes to the profession. 	<ul style="list-style-type: none"> ○ Demonstrates limited understanding of professional ethics. ○ Inconsistently participates in professional growth opportunities. ○ Inconsistently applies learning in a way that contributes to the profession. 	<ul style="list-style-type: none"> ○ Consistently models legal, ethical and professional standards. ○ Consistently participates in professional growth opportunities. ○ Consistently applies learning in a way that contributes to the profession. 	<ul style="list-style-type: none"> ○ Is a professional role model and ethical consultant for others. ○ Contributes to the development of others and the well-being of the profession.
2. The professional school counselor takes a leadership role within the counseling department, the school setting, and the community.	<ul style="list-style-type: none"> ○ Avoids becoming involved in school, district, and/or community events and projects. 	<ul style="list-style-type: none"> ○ Participates in school, district and community events and projects when specifically asked. 	<ul style="list-style-type: none"> ○ Volunteers and actively engages in school, district and community events and projects. 	<ul style="list-style-type: none"> ○ Assumes a leadership role in school, district and community events and projects.
3. The professional school counselor demonstrates interpersonal relationships with students, staff and parents.	<ul style="list-style-type: none"> ○ Interactions with some students, staff or parents are negative, demeaning, sarcastic, or inappropriate for the age or culture of the students. ○ Students, staff, or parents exhibit disrespect for the counselor. 	<ul style="list-style-type: none"> ○ Counselor-student, counselor-staff and counselor-parent interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. ○ Students, staff and/or parents exhibit only minimal respect for the counselor. 	<ul style="list-style-type: none"> ○ Counselor-student interactions are friendly and demonstrate general worth, caring and respect. Interactions are appropriate for developmental and cultural norms. ○ Students, staff and/or parents exhibit respect for the counselor. 	<ul style="list-style-type: none"> ○ Demonstrates genuine caring and respect for individual students, staff and parents. ○ Counselor is respected by students, staff and parents and viewed as a school leader.
4. The professional school counselor engages in local leadership opportunities, advocates on behalf of and with students, and advocates for the school counseling profession.	<ul style="list-style-type: none"> ○ Does not advocate for the school counseling profession. ○ Does not accept or seek out local leadership roles. 	<ul style="list-style-type: none"> ○ Does not seek out local leadership roles but accepts leadership roles when asked. ○ Inconsistently advocates both for and with students. 	<ul style="list-style-type: none"> ○ Regularly seeks out opportunities to lead. ○ Advocates for students and the school counseling profession through multiple means. 	<ul style="list-style-type: none"> ○ Consistently leads others and models leadership skills. ○ Is a constant and adept advocate for students and the school counseling profession.